

146 Greenwood Avenue  
Farmington, ME, 04938

April 20, 2017

Mt. Desert Island High School  
1081 Eagle Lake Road  
Bar Harbor, ME, 04609

Dear Hiring Committee:

I am writing to apply for the position of an English Teacher as advertised on Serving Schools' website. I will receive my B.S. in Secondary Education English with a minor in Environmental Studies from the University of Maine at Farmington (UMF) in May 2018. At the time of my graduation, I will have completed all requirements for Maine State Teacher Certification for grades 7-12. I have also received passing scores on the Praxis I and II exams.

As detailed in my resume, I have acquired a handful of experiences that involve working with students of various ages in a variety of settings. I have completed two practicum experiences at the secondary level, one through UMF at Mt. Blue High School, and the other through College of the Atlantic, in which I was placed at Mt. Desert Island High School. I was incredibly impressed with the positive school atmosphere at MDIHS, especially in terms of the enthusiasm displayed by the teachers and students alike. I also felt that MDIHS placed a strong emphasis on experiential and student-centered learning, both of which fit very well with my personal philosophy of education: I believe in the importance of creating learning experiences that are engaging for students as well as are relevant to the world outside of the classroom, and I feel that Mount Desert Island High School would be the ideal environment for me to put my philosophy into practice. Essentially, I hope to bring an open mind, creativity, innovation, enthusiasm, and a genuine love for teaching and learning into any teaching and learning community that I enter.

I would be thrilled to have the opportunity to further discuss my experiences, skills and qualifications with you in an interview. I have enclosed my resume, philosophy statement, three letters of recommendation, and copies of my transcripts for you to look over. If you stumble across any questions about my application materials, please feel free to contact me at 207-256-2875 or via e-mail at [laura.pulito@maine.edu](mailto:laura.pulito@maine.edu). Thank you so much for taking the time to consider my interest in contributing to the vibrant learning community of Mt. Desert Island High School.

Sincerely,  
Laura Pulito



# Laura Pulito

146 Greenwood Avenue Farmington, Maine 04938  
Phone: (207) 256-2875 E-Mail: laura.pulito@maine.edu

## Profile

Enthusiastic, creative and caring educator who places emphasis on student-centered, experiential learning and is interested in using the study of English language and literature as a basis for lifelong skill development and self-discovery within students.

## Education

**University of Maine at Farmington, Farmington, Maine** **2014-2018**

- Expected graduation date of May 2018 with a B.S. in Secondary Education English (7-12 certification) and a minor in Environmental Studies
- 3.87 GPA, Deans List Recipient

**College of the Atlantic, Bar Harbor, Maine** **January-June 2014**

- Spent two trimesters studying Human Ecology with a concentration in Secondary Education English

**Cornell University, Ithaca, New York** **August 2012-May 2013**

- Spent two semesters studying Agricultural Sciences with a concentration in Education/Communication
- 3.19 GPA

## Teaching Experience

**Substitute Teacher, RSU 9** **March 2016-present**

Have taught students in grades ranging from K-12, both as a classroom teacher and as a one-on-one Ed. Tech for students with various learning disabilities and/or behavioral concerns. Have taught an assortment of subjects including social studies, math, science, English, music, art, and Industrial Arts.

**Camp Counselor at Camp EcoVenture, Rangeley Lakes Heritage Trust** **June 2016-present**

Design and implement fun, engaging, outdoor-based learning activities that are relevant to the camp's mission of teaching environmental conservation and stewardship. Call parents at the start of each new session to introduce myself and the program, lead campers ages 5-14 on daily outdoor excursions, collaborate with co-counselors and supervisors to create safe, meaningful experiences for the campers.

**Writing Tutor, University of Maine at Farmington Learning Commons** **August 2016-present**

Tutor college students in all stages of the writing process (organizing, drafting, revising, editing) as well as in the areas of structure, grammar, punctuation and proper citation formats. Collaborate with tutoring staff and position supervisor to develop helpful resources and strategies for assisting students.

**Peer Advisor, University of Maine at Farmington Dept. of Secondary Education** **August 2016-present**

Mentor first-year students enrolled in the Secondary Education English program and UMF by meeting with them at least twice a semester to help them plan their courses trajectories. Maintain weekly contact via e-mail and drop-in office hours to answer questions and offer advice regarding the program.

**Practicum Teacher, Mt. Blue Regional High School, Farmington, Maine****January-April 2016**

Assisted in teaching everyday lessons in English with classes and grade levels ranging from freshmen humanities and college-prep to senior AP literature. Attended teacher planning periods, designed and implemented a lesson on literary point of view in *To Kill a Mockingbird*, substituted for mentor teacher for 4 consecutive days.

**Practicum Teacher, Mt. Desert Island High School, Farmington, Maine****March-June 2014**

Assisted in teaching everyday lessons in freshmen English classes, kept a detailed reflective journal of student/teacher interactions and learning experiences, designed and taught a lesson on Shakespeare's *Much Ado About Nothing* as well as one on narrative writing, mentored students throughout a class-wide service learning project.

## Leadership Experience

**Captain, UMF Varsity Cross Country and UMF Varsity Outdoor Track and Field****September 2014-present**

Compete in NCAA DIII meets throughout New England, communicate regularly with head and assistant coaches to organize team events, host captain's practices, act as liaison between athletes and coaches, collect training logs, contacted teammates regularly over school vacations to keep them updated on team events and expectations.

**Vice President, UMF Indoor Track and Field Club****February 2016-March 2017**

Worked closely with other E-board members to monitor team expenses, schedule meets, plan for transportation and travel needs, organize team events and fundraisers, and communicate with teammates.

**Bystander Training, University of Maine at Farmington****February 15, 2017**

Attended a 90-minute session put on through UMF's Step UP! program that trains college students to safely intervene in problem situations that range from simple to serious using a 5-step procedure.

**MooseTech Regional Technology Learning Day for Educators****March 11, 2016**

Presented iPad apps to a group of in-service Maine teachers during a 90-minute breakout session. Taught them how to use the apps and offered suggestions for using them with students. Also attended two breakout sessions to learn about different emerging technologies in the classroom.

## Technology Skills

Proficient with iPads, Mac OS X 10.11, Windows 7/8, Microsoft Word, PowerPoint, Google Drive (including Docs, Sheets, Slides and Forms), Photoshop, WikiSpaces, WordPress, Blogger, Google+, Dropbox, Prezi, iMovie, GarageBand, Creative Commons, Wordle, Glogster

## References

Dan Ryder, English Teacher, Mt. Blue Regional High School, (207) 778-3561 or dryder@mtbluersd.org

Elizabeth Evans, UMF Field Services Supervisor, (207) 778-7000 or eevans@maine.edu

Amanda Davis, Camp EcoVenture Program Manager, (207) 864-7311 ext. 5 or adavis@rlht.org

Mount Desert Island Regional School System-AOS #91  
Office of the Superintendent  
1081 Eagle Lake Road  
Mount Desert, Maine 04660

Application for Administrative or Teaching Position

Position and School for which you are applying: mt. Desert Island High, English teach  
Date: 4/19/2017  
Name: Laura Pulito  
When will you be available for the position? August 2017  
Permanent Address: 252 Kansas Rd. Bridgton, ME 04009  
Phone: (207) 256-2875 Cell phone: (207) 256-2875  
Email address: laura.pulito@maine.edu  
Temporary Address: 146 Greenwood Avenue Farmington, ME Phone: see cell #  
Current Employer: University of Maine at Farmington Phone: (207)  
Current Position: Writing Tutor and Peer Advisor

**RESUME:**

**A current resume must be provided with your application packet. On your resume, be sure to include education and experience:**

**Education:** All colleges/universities attended as well as the number of years attended and degrees awarded (if any). Transcripts of all college/university grades must be provided with complete application packet.

**Experience:** List positions held, employers and dates of employment for the past ten years and account for any gaps in employment. Also, include extra-curricular activities in which you have been involved.

**REFERENCES:**

Please provide three references, one of which must be a supervisor. References should not be related to you.

Name	Email address	Telephone
<u>Elizabeth Yeaton-Evans</u>	<u>eevans@maine.edu</u>	<u>(207) 778-7050</u>
<u>Dan Ryder</u>	<u>dryder@mtbluesd.org</u>	<u>(207) 778-4307</u>
<u>[Student teaching, Field supervisor]</u>	<u>fieldsupervisor@maine.edu</u>	<u>(207) 778-7050</u>

## **BACKGROUND**

1. Have you ever been disciplined, discharged, or asked to resign from a prior position? Yes\_\_ No ☒
2. Have you ever resigned from a prior position after a complaint had been received against you or your conduct was under investigation or review? Yes\_\_ No ☒
3. Has your contract in a prior position ever been non-renewed? Yes\_\_ No ☒
4. Have you ever not been nominated for re-employment in a prior position or ever had your nomination for reemployment not be approved? Yes\_\_ No ☒
5. Have you ever been charged with or investigated for sexual abuse or harassment of another person? Yes\_\_ No ☒
6. Have you ever been convicted of a crime (other than a minor traffic offense)? Yes\_\_ No ☒
7. Have you ever entered a plea of guilty or "no contest" (nolo contendere) to any crime (other than a minor traffic offense)? Yes\_\_ No ☒
8. Have you ever had a professional license or certificate suspended or revoked in any state, or have you ever voluntarily surrendered, temporarily or permanently, a professional license or certificate in any state? Yes\_\_ No ☒
9. Has any court ever deferred, filed or dismissed proceedings without a finding of guilty and required that you pay a fine, penalty or court costs and/or imposed a requirement as to your behavior or conduct for a period of time in connection with any crime (other than a minor traffic offense)? Yes\_\_ No ☒

If you have answered YES to any of the previous questions, provide full details on an additional sheet including, with respect to court actions, the date, offense in question, and the address of the court involved. Conviction or other disposition of a crime is not necessarily an automatic bar to employment.

My signature below constitutes authorization to check my employment history, including without limitation, criminal arrest and conviction record checks, reference checks, and release of investigatory information possessed by any state, local or federal agency. I further authorize those persons, agencies or entities that Mount Desert Island Regional School System – AOS #91 contacts in connection with my employment application to fully provide Mount Desert Island Regional School System – AOS #91 any information on the matters set forth above. I expressly waive in connection with any request for or provision of such information, any claims, including without limitation, defamation, emotional distress, invasion or privacy, or interference with contractual relations that I might otherwise have against Mount Desert Island Regional School System – AOS #91, its agents and officials or against any provider of such information. I understand the information submitted in and with this application may be disclosed to a screening and/or interviewing committee, which may include board members, administrators, other staff, and members of the community. I give my consent to this disclosure.

Date: 4/19/17

Signature: *James B. White*

*Mount Desert Island Regional School System - AOS #91 does not discriminate in the operation of its educational and employment policies and will honor all appropriate laws relative to discrimination.*

E.O.E

*Laura Pulito*  
*Philosophy of Education*

In my personal philosophy, the purpose of education is to give all students the opportunity to develop an individual identity that holds meaning and purpose while also equipping them with the confidence to self-direct themselves as they continue to grow and learn. A well-rounded education occurs when the individual is able to form a genuine identity and relationship with him or her self while also developing an awareness of the surrounding world based. Therefore, I believe that teaching and learning need to be student-centered and differentiated in order to meet the unique needs and interests of each student. Students must be given the opportunity to take ownership over their education while also gaining the ability to view education as something that is valuable and inspiring—in other words, as a means towards becoming an actively involved member of a democratic society.

When implementing student-centered instruction, it is incredibly important for educators to create an environment that allows students to feel comfortable and confident when it comes to taking the educational risks that are conducive to their growth, particularly if their voices are going to be a driving force in the learning process. In this type of classroom environment, the teacher must take on the role of a facilitator of learning that responds to the needs and interests of her students. The teacher should also act as a role model, displaying endless curiosity and enthusiasm for her content area and for the learning process as whole. The teacher must make sure to show respect towards all students throughout all hours of the day, and she should not be afraid to show her vulnerabilities and shortcomings, as this will help students understand that it's okay to be “imperfect” and to continue trying new and challenging things. Our own shortcomings and our journeys to overcome them can be used as a way to encourage our students to continue to grow themselves.

Many educators are turning towards new instructional methods that place more emphasis on active, hands-on student-directed learning, such as design thinking and critical exploration. These kinds of instructional methods align with my personal philosophy in that they allow students to think critically and creatively while also collaborating with their peers to problem-solve or work towards a common goal. Within our rapidly developing world, such skills are essential when it comes to finding success in careers. It is also important to note, however, that education doesn't simply “end” in the workplace; our educations are something we fall back on everyday, in all mediums of life. It is the teacher's job to help her students come to the realization that learning is a powerful, lifelong process, and to provide them with the means for becoming intrinsically motivated individuals.

Finally, as a teacher, the greatest gift I hope to give to my students is that of their own self-reliance. Ralph Waldo Emerson, who was no official educational philosopher or theorist, has somehow been the greatest influence on my personal philosophy of education: Emerson's work reminds me that my students are *individuals* who are entitled to forming their own ideas, opinions, beliefs, and values. It was also Emerson who said, “Nothing can bring you peace but yourself.” Every student deserves the opportunity, through curiosity, intrinsic motivation, and active learning, to form an identity that will act as a provider of comfort, fulfillment, and purpose in all of life's journeys. I believe that education is the first step in making this opportunity a reality.

UNIVERSITY OF MAINE AT FARMINGTON  
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

## LESSON PLAN FORMAT

**Teacher's Name:** Miss Pulito **Lesson #:** 3 **Facets:** Application & Explanation  
**Grade Level:** 11-12 **Numbers of Days:** 5-7  
**Topic:** *Walden*

### PART I:

#### Objectives

**Student will understand that** Thoreau uses a wide range of rhetorical devices to help him convey his purpose for going to Walden Pond and writing *Walden*.

**Student will know** the rhetorical devices that Thoreau uses (such as ethos, logos, pathos, imagery, tone, voice, ambiguities, analogies, allegories, allusions, contradictions, irony, paradoxes, parallelism, etc.) and how they function.

**Student will be able to** show and cite examples rhetorical devices found in *Walden*. They will also be able to use a variety of rhetorical devices themselves in their own writing.

**Products:** Prezi and a persuasive essay written using Google Docs.

#### Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

##### **Common Core State Standards**

**Content Area:** English

**Grade Level:** 11-12

**Domain:** Reading Standards for Informational Texts 6-12

**Cluster:** Craft & Structure

**Standard: 6:** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

**Rationale:** In Lesson 3, students will use graphic organizers to help them keep track of the different rhetorical devices that they find in *Walden*. They will pay attention to how the devices function and the different kinds of purposes they serve within the text, and then incorporate some of these devices into their own persuasive pieces.

#### Formative (Assessment for Learning)



**Section I – checking for understanding during instruction:** The teacher will use oral questioning during instruction/class discussion, asking students to identify and explain the function of specific devices. Students will add to and comment on a class spreadsheet in which they make a collection of the devices they come across in the text.

**Section II – timely feedback for products (self, peer, teacher):** Students will provide oral feedback on each group's Prezis and comment on each other's persuasive pieces on Google Docs. The teacher will provide both written and oral feedback on the student's Prezis and their persuasive pieces. Students will evaluate themselves and their group members (for the Prezi) using checklists.

### **Summative (Assessments of Learning):**

**Prezi (45pts):** Working alone or in pairs, students will choose at least 5 rhetorical devices from the class spreadsheet to elaborate on in a Prezi. The Prezi will include the type of device, at least one example of where it is found in the Walden and a description of how it functions in the text and how it may contribute to the text's power, persuasiveness, and/or beauty. Each student/pair will present their Prezi to the class.

**Persuasive Written Piece (45pts):** Each student will be required to write their own persuasive piece of 2-3 pages about a topic they are passionate about (topic examples/suggestions will be provided in class) in which they effectively incorporate at least 5 of the rhetorical devices from the class spreadsheet. Students will be expected to share their writing through Google Docs with at least two other classmates so that they can provide comments/feedback on each other's work.

### **Integration**

#### **Technology:**

- **Google Docs:** Students will add to and collaborate on a class-wide spreadsheet that organizes the different devices found in Thoreau's writing. Students will also write their own persuasive pieces using Google Docs and be required to provide feedback on at least two of their classmates' pieces using Google Docs (**Augmentation**).
- **Prezi:** Students will work either alone or in pairs to create a Prezi that highlights at least 5 rhetorical devices from the class spreadsheet (**Modification**).

**Content Areas:** Social Studies: As the lesson's hook, students will analyze a series of Super Bowl ads to determine how they appeal to our society.

### **Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction:** Students will use [word sorts](#) of different rhetorical devices to help them organize and categorize them. They will then fill in a spreadsheet on Google Docs that further organizes the devices (which they all contribute to).

**Section II – Groups and Roles for Product:** Students will work in groups to complete the word sorts and will have the choice to work alone or in groups to create their Prezi.

### **Differentiated Instruction**

#### **MI Strategies**

**Verbal:** Students will continue reading *Walden*, focusing on "Spring." Students will present their Prezis to the class and then write their own persuasive pieces using rhetoric.

**Logic:** Students will categorize rhetorical devices within the spreadsheet and determine which ones appear most often in *Walden* while contemplating what that may be.

**Visual:** Students will create a Prezi that explores 5 different rhetorical devices found in *Walden*.

**Musical:** Students may include songs in their Prezi presentations.

**Kinesthetic:** Students may include skits in their Prezi presentations in which they "act out" examples of rhetoric found in *Walden*.

**Intrapersonal:** Students will continue to work on their blogs in which they document their personal reflections on the text.

**Interpersonal:** Students will collaborate on the class spreadsheet and provide comments on each other's persuasive pieces. They will also have the option to work in groups to create Prezis.

**Naturalist:** Students will be exposed to Thoreau's observations of and discussions about nature within the context of *Walden*.

#### **Modifications/Accommodations**

***From IEP's ( Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.***

**Plan for accommodating absent students:** It is the student's responsibility to contact the teacher regarding their absence. If the absence is anticipated, the student should plan accordingly and meet with teacher ahead of time to go over what needs to be completed before they return to school. If the absence is unexpected, the student should (1) email the teacher and (2) meet with the teacher in person as soon as he or she is back in school. The teacher is willing to work with students to make sure that they stay up to date with assignments and will provide extensions as deemed fair and necessary. Students are responsible for getting notes from classmates and for checking the class Wiki upon being absent. The teacher understands that absences (preferably excused) are expected from time to time, but if unexcused absences become continuous and

habitual the student will be expected to have a one-on-one meeting with the teacher.

### **Extensions**

**Type II technology:** Students will create a Prezi (**modification**) and write a persuasive piece using Google Docs (**augmentation**).

**Gifted Students:** Gifted students will be asked to incorporate visual or auditory examples of the rhetorical devices that they include in their Prezi. They may also supplement their persuasive writing with images.

### **Materials, Resources and Technology**

- Copies of *Walden*
- Handouts of lists of rhetorical devices (for student reference)
- Notebooks
- Pens/pencils
- Laptops
- Projector
- Self and peer evaluation checklists/feedback sheets

### **Source for Lesson Plan and Research**

- Link to Cooperative Learning strategies: [http://edu221resources.wikispaces.com/file/view/cooperative\\_learning\\_strategies.pdf/426402320/cooperative\\_learning\\_strategies.pdf](http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf)
- Link to Blogger: <http://www.blogger.com/>
- Link to SparkNotes on *Walden*: <http://www.sparknotes.com/lit/walden/>
- Lists of rhetorical devices: [http://vd-p.d91.k12.id.us/Curriculum\\_Resources/Credit%20Recovery%20-%20Senior%20English%20Tri%20A/Course%20Resources/12.LA.1.2.1%20rhetoricaldev.pdf](http://vd-p.d91.k12.id.us/Curriculum_Resources/Credit%20Recovery%20-%20Senior%20English%20Tri%20A/Course%20Resources/12.LA.1.2.1%20rhetoricaldev.pdf) A ND <https://hhs-english-iv.wikispaces.com/file/view/Rhetorical%20Devices.pdf>
- Description of Thoreau's Walden Experiment: <http://simplicitycollective.com/the-walden-experiment>
- Beside-text commentary, analysis, notes on *Walden*: <http://www.phred.org/~alex/kenkifer/www.kenkifer.com/Thoreau/index.htm>
- Walden Woods Project's website: <https://www.walden.org/>
- Link to LitCharts theme tracker in *Walden*: <http://www.litcharts.com/lit/walden/themes>
- Article on "Teaching Thoreau in a Hyperlinked World": <http://ww2.kqed.org/mindshift/2013/10/11/teaching-thoreau-in-a-hyper-connected-world/>
- Link to Thoreau's biography: <http://www.biography.com/people/henry-david-thoreau-9506784>
- Link to overview of Transcendentalism: <http://www.ushistory.org/us/26f.asp>

- YouTube video on best Super Bowl Ads (hook to introduce rhetoric): [https://www.youtube.com/watch?v=HPR3PB\\_VGVs](https://www.youtube.com/watch?v=HPR3PB_VGVs)
- Logos/pathos/ethos packet and rhetorical triangle: <http://liberalarts.iupui.edu/uwc/uploads/docs/Rhetorical%20Triangle-1.pdf>
- Link to Prezi: <https://prezi.com/>
- Prezi tutorial: <https://www.youtube.com/watch?v=ArGh6FurR0Q>
- Ideas for assigning partners/groups: <http://www.teachhub.com/30-ways-arrange-students-group-work>

## **PART II:**

### **Teaching and Learning Sequence**

#### **Describe your classroom arrangement.**

The tables will be arranged in a horseshoe formation so that the students can see each other during discussion. Everyone will be able to see the board and projector. There will be designated quiet spaces for students to work individually when they need to or want to. The teacher's desk will be in a private corner, out of the way.

#### **Agenda (include days and times)**

\*Each class period is 80 minutes long

#### **DAY 1:**

- Show YouTube video of the “Top Ten Best Super Bowl Ads” (10 mins).
- Introduce the rhetorical triangle, using video to spark discussion (20 mins).
- In groups, have students share what they highlighted on their rhetorical device handouts from Lesson 1 (10 mins).
- Word Sort of rhetorical devices (25 mins).
- Set up class-wide Google Docs spreadsheet and give a brief tutorial on how to use it/contribute to it (10 mins)
- As a class, decide how to organize spreadsheet/categorize devices (10 mins).
- Assignment: Read the first 1/3 of “Spring” and write a blog entry that discusses at least one rhetorical device from the reading, focusing on the purpose it serves and how it functions. Add chosen device to class spreadsheet.

#### **DAY 2:**

- Discussion on previous night’s reading assignment (in groups then as a class) (30 mins).
- Word Sort of rhetorical devices found in the reading (15 mins).
- Class time to continue filling in spreadsheet, searching for devices to include from previous chapters (20 mins).
- Introduce Prezi assignment and provide a brief tutorial of how to use Prezi (10 mins).
- Determine groups for Prezi assignment (5 mins).
- Assignments: Read the second 1/3 of “Spring” and write a blog entry. Continue to add devices to class spreadsheet.

**DAY 3:**

- Discussion on previous night's reading assignment (in groups then as a class) (20 mins).
- Introduce assignment on writing a persuasive piece and incorporating rhetoric (15 mins).
- Prezi groups will decide which 5 devices from the spreadsheet to focus on and put into their presentation (5 mins).
- Class time to work on Prezis in groups (40 mins).
- Assignments: Read the final 1/3 of "Spring." Begin persuasive piece. Continue working on Prezi.

**DAY 5:**

- Discussion on previous night's reading assignment (in groups then as a class) (20 mins).
- Class time to finish up Prezis and work on writing persuasive pieces (60 mins).
- Assignments: Prepare to present Prezis and work on persuasive pieces.

**DAY 6:**

- Prezi presentations (40 mins).
- Class time to work on persuasive pieces (40 mins).
- Assignment: Finish up persuasive piece.

**DAY 7:**

- Finish up Prezi presentations (50 mins).
- "Share" persuasive pieces on Google Docs and comment on at least 2 (30 mins).
- Assignment: Make sure all work has been complete, including Prezi reflections, peer/self evals/feedback, and persuasive piece.

**Teaching and Learning Sequence**

Students will understand that Thoreau uses a wide range of rhetorical devices to help him convey his purpose for going to Walden Pond and writing *Walden*. It is important for students to be able to recognize and evaluate rhetoric because not only does it teach them to think critically and to write effectively and persuasively, it is prominent in our everyday lives (whether we realize it or not). This lesson will make students more aware of how rhetoric is used not only in writing but in society. *Students will determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.* As a hook for the lesson, students will watch a [10 minute YouTube video](#) that shows and analyzes the "top ten" greatest Super Bowl commercials of all time. This video will introduce the general concept of rhetoric and its persuasive nature through a modern-day context. Students may also share commercials that they found particularly effective. Then, they will consider how rhetoric is important in written works (particularly persuasive pieces), such as *Walden*.

**Where, Why, What, Hook Tailors:** Visual, Verbal/Linguistic, Naturalist, Intrapersonal, Interpersonal

Students will know the rhetorical devices that Thoreau uses (such as ethos, logos, pathos, imagery, tone, voice, ambiguities, analogies, allegories, allusions, contradictions, irony, paradoxes, parallelism, etc.) and how they function. Students will use a spreadsheet on Google

Docs to help them organize and keep track of the different kinds of rhetorical devices that they come across while reading *Walden*. (They may use the [handouts](#) of rhetorical devices they were given at the start of the unit to help them name and identify different devices as they read.) The spreadsheet will be shared with each student in the class so that everyone is able to contribute to it. Students will also participate in two [Word Sorts](#) in which they sort the rhetorical devices they find into categories. (They may choose to transpose these categories onto the class spreadsheet.) Students will also continue writing blog entries and commenting on their Blog Buddies' posts throughout this lesson, and will continue to participate in discussions about the text at the start of class each day using.

During the learning process, the teacher will use [oral questioning](#) to ensure that students are understanding content and that discussions are productive. Students will be able to add to and comment on the class spreadsheet, allowing them to collaborate and rethink their ideas/understandings as necessary.

**Equip, Explore, Rethink, Tailors:** Interpersonal, Intrapersonal, Naturalist, Verbal/Linguistic, Visual, Logic

Students will be able to show and cite examples rhetorical devices found in *Walden*. They will also be able to use a variety of rhetorical devices themselves in their own writing. Students will have the choice of working alone or in groups of 2-3 to create a [Prezi](#) in which they focus on 5 different devices from the list, providing a definition, example of, and visual or auditory element that describes each one. They will present their Prezi to the class on the final two days of the lesson and receive both oral and written feedback from their peers, as well as complete a team evaluation form. The teacher will provide written and oral feedback on their Prezis. Students will also be writing their own persuasive pieces in which they will be required to effectively incorporate at least 5 rhetorical devices. Students will assess their own writing using a checklist and will receive feedback from at least two of their classmates (each student will be responsible for commenting on at least two of their peer's pieces through Google Docs). The teacher will provide each student with written feedback on their persuasive piece and students may revise/refine their work as necessary. The teacher will provide [tutorials on both Prezi](#) and Google Docs before students begin their projects.

**Experience, Revise, Refine, Tailors:** Interpersonal, Intrapersonal, Naturalist, Verbal/Linguistic, Visual, Logic, Musical

The teacher will provide brief oral feedback after each group presents their Prezi, but also fill out a feedback/score sheet during the presentation that she will give each group after all presentations have been completed. The teacher will provide written feedback on each student's persuasive piece through email and will set up conferences with students as needed. All products will be scored based on checklists that the students will also use to evaluate themselves and their peers. The checklists will include items such as: amount of rhetorical devices used, accuracy and effectiveness of rhetorical devices, proper citations, and inclusion of visual/auditory elements (when required). This lesson connects to future lessons/assessments because it will prepare students to use rhetoric effectively in their own writing and help them to analyze Thoreau's writing even deeper.

**Evaluate, Tailors:** Interpersonal, Intrapersonal, Verbal/Linguistic

## **Content Notes**

Students will know the rhetorical devices that Thoreau uses (such as ethos, logos, pathos, imagery, tone, voice, ambiguities, analogies, allegories, allusions, contradictions, irony, paradoxes, parallelism, etc.) and how they function.

### **Sub Notes:**

In order to teach this lesson, you will need a general understanding of who Thoreau was and what Transcendentalism was. Here is a link that provides a brief biography of Henry David Thoreau: <http://www.biography.com/people/henry-david-thoreau-9506784>. Here is a link that describes the basics of transcendentalism: <http://www.ushistory.org/us/26f.asp>.

If you have never read *Walden* yourself, here is a SparkNotes version of the book that includes chapter summaries, analyses, and common themes/motifs. Reading through the SparkNotes version will help you to guide discussions and to help you understand where the students are headed: <http://www.sparknotes.com/lit/walden/>. Here is a link to a website that includes annotations alongside Thoreau's writing (and may help you understand how and where rhetoric is used in the text): <http://www.phred.org/~alex/kenkifer/www.kenkifer.com/Thoreau/index.htm>.

Throughout this lesson, students will be reading that chapter titled "Spring," but also reverting back to the previous two chapters they have read and taking a closer look at the rhetoric. "Spring" contains a lot of rich examples of rhetoric, but I want them thinking about how rhetoric is used throughout the book as a whole.

Each class will begin with one or more discussions about the assigned reading from the previous night (these discussions may or may not focus on rhetoric; students should also be thinking about major themes and Thoreau's purpose). Before holding a class discussion, students should first meet either in pairs or small groups for 5-10 minutes to "warm up" and share their insights to the text. This way students will have a chance to organize their thoughts before the class-wide discussion in more comfortable setting (thus making the class-wide discussion more effective). Discussions on the text should be mostly student-led with the teacher listening attentively (checking for their understanding) and occasionally guiding/facilitating (when students get off topic or if the discussion is withering) to ensure that all important points are covered. Here is a list of discussion questions/topics for "Spring":

- How does this chapter read like a nature journal? What purpose does this style serve?
- Explain the significance of experimenting to Thoreau.
- What is the "phenomena" that Thoreau writes about?
- What function does italicizing certain words serve?
- Describe Thoreau's language throughout the chapter.
- Discuss the connection between science, art, and religion that Thoreau alludes to.
- What is the function of including root words?
- Discuss the significance of the passage of time within the chapter.



When creating discussion groups, make sure they are randomized so that students are exposed to different ideas each day. Here is a link that provides ideas for randomizing student groups: <http://www.teachhub.com/30-ways-arrange-students-group-work>. Students should be able to choose their Prezi groups, but if this becomes a problem, you may want to assign them yourself using one of these strategies. Students also have the option of working alone for the Prezis.

Here is a link to a tutorial on how to use Prezi: <https://www.youtube.com/watch?v=ArGh6FurR0Q>. Students will need to go to Prezi.com to begin designing their own.

Lastly, because the major focus of this lesson is on Thoreau's use of rhetoric, here are some resources to help you understand the different rhetorical devices that the students may be including in the class spreadsheet, in their Prezis, and in their own persuasive writing. The students have these resources themselves.

- Lists of rhetorical devices: [http://vd-p.d91.k12.id.us/Curriculum\\_Resources/Credit%20Recovery%20-%20Senior%20English%20Tri%20A/Course%20Resources/12.LA.1.2.1%20rhetoricaldev.pdf](http://vd-p.d91.k12.id.us/Curriculum_Resources/Credit%20Recovery%20-%20Senior%20English%20Tri%20A/Course%20Resources/12.LA.1.2.1%20rhetoricaldev.pdf) AND <https://hhs-english-iv.wikispaces.com/file/view/Rhetorical%20Devices.pdf>
- Logos/pathos/ethos packet and rhetorical triangle: <http://liberalarts.iupui.edu/uwc/uploads/docs/Rhetorical%20Triangle-1.pdf>

Students will have a lot of class time to work on the major assignments of this lesson (their Prezis and their persuasive writing), so it is important to make sure that they use it resourcefully, asking questions as they work.

### **Handouts**

- Lists of rhetorical devices (students should have received these in Lesson 1 to have as references)
- Packet on the Rhetorical Triangle (ethos, pathos, logos)
- Self and peer evaluation forms/checklists for Prezi groups and persuasive piece

### **Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***



## **Learning Styles**

**Clipboard:** Students will be provided with a syllabus that outlines course/unit expectations and assignments. Students will be provided with clear directions and dates regarding assignments. They will also use a spreadsheet to help them categorize and organize the rhetorical devices they find in *Walden*.

**Microscope:** Students will pay close attention to both the content and language of *Walden*, analyzing how both elements contribute to the overall meaning of the text. They will be asked to do “close readings” in which they examine very small portions of the text, sometimes only focusing on single words or sentences at a time, then discussing how those smaller elements contribute to the “big picture” or major themes of the text. This lesson on rhetoric will provide them with even more opportunities to focus on smaller, more specific elements of the text while thinking logically about how they function.

**Puppy:** Students will work in pairs or in small groups before being asked to participate in class-wide discussions. This will give them the opportunity to share their thoughts in a “less intimidating” situation before opening up to the entire class. Students will also work in small groups when making their podcasts, and the teacher will circulate the room while students are working to answer questions and provide feedback as well as positive reinforcement. The teacher will “check in” with students regularly throughout the unit, both through email and in person, recognizing that some students may need extra support.

**Beach Ball:** Students will have opportunities to focus on whichever passages/portions of the text they feel are most interesting and significant. *Walden* is a complex piece of literature that appeals to many on the individual level, as it honors and promotes independent thinking and autonomy. In this particular lesson, students will be able to choose which devices they focus on in their Prezi and will also be able to choose their topic for their persuasive pieces.

**Rationale:** Not all students learn in the same way, and that’s part of what makes a classroom such a creative, inspiring place! No student should feel forced to learn in a way that is not conducive to their needs or personality, which is why this unit is designed in a way that leaves room for all learning styles to be practiced.

**Standard 6 - Assessment.** *The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

**Formative:** Daily in-class discussions will act as formative assessments for this lesson, as well as the continuation of the students’ blog posts and their contribution to the class-wide spreadsheet.

**Summative:** Students will create a Prezi that focuses on at least 5 of the rhetorical devices from the class spreadsheet and present it to the class. They will also write their own persuasive piece

of 2-3 pages using Google Docs so that they can receive feedback from their peers. They will be required to use at least 6 different rhetorical devices in their persuasive piece.

***Rationale:*** This lesson will provide students with the knowledge and understanding of the purpose and functionality of different kinds of rhetoric. The formative assessments will be used to familiarize students with rhetoric, while the summative assessments will require them to explain and apply what they have learned throughout the lesson and formative assessments.

***Standard 7 - Planning Instruction.*** *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

***Content Knowledge:*** (see content notes)

***MLR or CCSS:***

**Common Core State Standards**

**Content Area:** English

**Grade Level:** 11-12

**Domain:** Reading Standards for Informational Texts 6-12

**Cluster:** Craft & Structure

**Standard: 6:** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

***Facet:*** Application and Explanation

***Standard 8 - Instructional Strategies.*** *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

***MI Strategies:***

**Verbal:** Students will continue reading *Walden*, focusing on "Spring." Students will present their Prezis to the class and then write their own persuasive pieces using rhetoric.

**Logic:** Students will categorize rhetorical devices within the spreadsheet and determine which ones appear most often in *Walden* while contemplating what that may be.

**Visual:** Students will create a Prezi that explores 5 different rhetorical devices found in *Walden*.

**Musical:** Students may include songs in their Prezi presentations.

**Kinesthetic:** Students may include skits in their Prezi presentations in which they "act out" examples of rhetoric found in *Walden*.

**Intrapersonal:** Students will continue to work on their blogs in which they document their personal reflections on the text.

**Interpersonal:** Students will collaborate on the class spreadsheet and provide comments on each other's persuasive pieces. They will also have the option to work in groups to create Prezis.

**Naturalist:** Students will be exposed to Thoreau's observations of and discussions about nature within the context of *Walden*.

**SAMR:** Students will contribute to a class spreadsheet on Google Docs (**Augmentation**), create a Prezi (**Modification**), and write a persuasive piece on Google Docs (**Augmentation**). They will also continue writing blog posts using Blogger (**Augmentation**).

**Rationale:** The use of Google Docs (for both the spreadsheet and their persuasive writing) will allow students to collaborate and provide feedback. The use of Prezi will allow students to define and provide examples of different rhetorical devices while using multimedia elements to enhance their presentation.

### **NETS STANDARDS FOR TEACHERS**

1. **1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**
  - a. Promote, support, and model creative and innovative thinking and inventiveness
  - b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
  - c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
  - d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

**Rationale:** 1c. The class-wide spreadsheet will allow students to collaborate while revealing and building upon their knowledge and understanding of rhetorical devices. By using Google Docs to

write their persuasive pieces, students will be able to receive direct feedback from their peers, aiding them in reflecting upon their creative (writing) process.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** 2d. This lesson includes a variety of both formative and summative assessments so that students have multiple ways and opportunities to show their understanding of rhetoric and their mastery of the standard.



## TEST TAKER SCORE REPORT

Telephone: 800-772-9476 or 609-771-7395

**TEST TAKER: PULITO, LAURA B**

**PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF: 10/09/2015**

Passed/ Not passed status provided in this report is based on the passing score in effect on the test date or on the date reported (as indicated next to each score recipient's name). Agencies reserve the right to accept the reporting of scores but not necessarily the passed/not passed status.

UNIVERSITY OF MAINE FARMINGTON			3506	Your Highest Score	Required Minimum Score	Minimum Score Met/ Not Met	Required Passing Score	Passed/ Not Passed Status
Test Date	Test Code	Test Name						
08/17/2015	5712	CORE ACAD SKILLS FOR EDUC: READING		190				
08/17/2015	5722	CORE ACAD SKILLS FOR EDUC: WRITING		180				
10/02/2015	5732	CORE ACAD SKILLS FOR EDUC: MATH		150				

For more information on interpreting your scores, please refer to "Understanding Your Praxis Scores" available at [www.ets.org/praxis](http://www.ets.org/praxis). Further information on state requirements is also available online. Passed/Not Passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

\*THIS INFORMATION IS PROVIDED TO THE TEST TAKER ONLY.

+ PASSED/NOT PASSED INFORMATION NOT PROVIDED BECAUSE TEST(S) TAKEN IS/ARE NOT USED BY THIS AGENCY.



# College of the Atlantic

105 Eden Street  
Bar Harbor, Maine 04609

## OFFICIAL TRANSCRIPT

0808903 ✓

epi

8/18/2014

Name: Pulito, Laura Beth  
Student ID: A0000010151

Degree Program: Bachelor of Arts  
Major: Human Ecology

			Attempted	Earned	Grade	
WI-14	ED	117M	Negotiating Educational Policy	1.00	1.00	A-
	HS	167MA	Seminar in Human Ecology	1.00	1.00	A-
	HS	925MA	Global Politics of Food	1.00	1.00	B
SP-14	ED	104A	Curriculum Design and Assessment	1.00	1.00	B-
	ED	107A	Secondary Methods: Life Science, Social Studies and English	1.00	1.00	A
	HS	401M	The Contemporary Culture of Maine Organic Farmers	1.00	1.00	A
FA-14	HE	1010I	Human Ecology Core Course	1.00	0.00	
	HS	2037M	Classic Shorts: What's in Our Hands	1.00	0.00	
	IIS	5016A	The Nature of Narrative	1.00	0.00	

The Family Educational Rights and Privacy Act of 1974 prohibits the release of this information without the student's written consent. This is an official transcript when endorsed with the College seal and countersigned.

Total Transfer Credits 0.00  
Total COA Credits 6.00  
Total Credits Earned 6.00

ORIGINAL

RECEIVED

AUG 18 2014

WARRINGTON

This official transcript is printed on green SCRIP-SAFE® security paper and requires a hand-written signature and a raised seal. Translucent globes must be visible from both sides when held toward a light source.

*Judith Owen*  
Registrar

18 Aug 2014  
Date



Select Display Option  
☒ Hide courses from My Planner  
☐ Show courses from My Planner

Sort results by   
Then by



Taken



Transferred



In Progress

Course	Description	Term	Grade	Units	Status
AGSCI 1125	Exploring AGSCI Careers	Fall 2012	SX	1.00	
BIOG 1140	Foundations of Biology	Fall 2012	B-	4.00	
CSS 1900	Sustainable Agriculture	Fall 2012	A-	3.00	
EDUC 2410	The Art of Teaching	Spring 2013	B-	3.00	
ENGL 1101F	AP English Literature: FWS	Fall 2012	S	3.00	
ENGL 1102F	AP English Language: FWS	Fall 2012	S	3.00	
ENGL 1134	FWS: Memoir and Memory	Fall 2012	A	3.00	
FDSC 1500	Food Choices and Issues	Spring 2013	A-	2.00	
HORT 1101	Horticultural Science Systems	Fall 2012	B+	4.00	
HORT 1115	The Nature of Plants	Spring 2013	A	3.00	
HORT 2350	Plants and Human Well Being	Spring 2013	A	2.00	
PE 1608	Trail Running	Fall 2012	SX	1.00	
STSCI 2100	Introductory Statistics	Spring 2013	C-	4.00	

Unofficial Transcript

Page 1 of 2

University of Maine at Farmington

Print Date: 05/01/2017

Name : Laura Beth Pulito

Student ID: 0808903

Birthdate : 1994-07-21

----- Transfer Credits -----

Transfer Credit from Cornell University

Course	Description	Earned	Grade
EDU 101	The Art of Teaching	3.00	TA
HEA 245	Food Choices and Issues	2.00	TB+
BIO 110N	The Nature of Plants	3.00	TB+
GEL 199T	Plants and Human Well Being	2.00	TA-
MAT 120M	Introductory Statistics	4.00	TB
BIO 199NT	Foundations of Biology	4.00	TB-
GEL 199T	Sustainable Agriculture	3.00	TA-
BIO 160	Horticultural Sci & System	4.00	TB+
PHE 10	Trail Running	1.00	TCR
ENG 100	FWS: Memoir and Memory	3.00	TA
Subtotal:		29.00	

Transfer Credit from College of the Atlantic (1 unit = 3.3 sem hrs)

Course	Description	Earned	Grade
EDU 199T	Negotiating Educ Policy	3.30	TA-
GEL 199T	Sem in Human Ecology	3.30	TA-
GEL 199T	Global Politics of Food	3.30	TB
EDU 199T	Curriculum Design and Assessme	3.30	TB-
EDU 199T	Sec Meth:Life Sci,Soc Stud,Eng	3.30	TA
GEL 199T	The Cont Cult of ME Organ Farm	3.30	TA
Subtotal:		19.80	

Total Transfer Credits from Courses: 48.80

Total Transfer Credits: 48.80

----- Beginning of Undergraduate Record -----

2014 Fall

Plan: English Major  
Plan: Honors Program Course of Study

Course	Description	Attempted	Earned	Grade	Points
ENG 121H	Introduction to Linguistics	4.00	4.00	B	12.000
ENG 181	Literary Analysis & Interp	4.00	4.00	A	16.000
GEY 101N	Environmental Geoscience	4.00	4.00	A	16.000
PHI 110H	Philosophy of Education	4.00	0.00	W	0.000
Term GPA: 3.667		GPA Hours: 12.00	Term Totals: 16.00	12.00	44.000
Dean's List - Honors					

2015 Spring

Plan: English Major  
Plan: Honors Program Course of Study

Course	Description	Attempted	Earned	Grade	Points
ART 221A	Painting I	4.00	4.00	B	12.000
ENG 230	Writing/Teaching of Writing	4.00	4.00	A	16.000
ENG 252H	British Texts & Contexts II	4.00	4.00	A	16.000
PSY 225S	Child & Adolescent Devel	4.00	4.00	A	16.000
SED 101	Intro Ed Div Lrnrs Mid/Sec	2.00	2.00	A	8.000
Term GPA: 3.778		GPA Hours: 18.00	Term Totals: 18.00	18.00	68.000

Dean's List - Honors

2015 Fall

Plan: English Major  
Plan: Honors Program Course of Study

Course	Description	Attempted	Earned	Grade	Points
ENG 212	Creative Nonfiction	4.00	4.00	A	16.000
ENG 272H	American Texts & Contexts	4.00	4.00	A	16.000
ENG 377	Advanced Topics in English	4.00	4.00	A	16.000
Course Topic: 18th-Cent Transatlantic Women					
Term GPA: 4.000		GPA Hours: 12.00	Term Totals: 12.00	12.00	48.000

Dean's List - High Honors

2016 Spring

Plan: Secondary Education - English Major

Course	Description	Attempted	Earned	Grade	Points
EDU 221	Sec Methods & Practicum Block	12.00	12.00	A	48.000

Term GPA: 4.000 GPA Hours: 12.00 Term Totals: 12.00 12.00 48.000

Dean's List - High Honors

2016 Fall

Plan: Secondary Education - English Major

Course	Description	Attempted	Earned	Grade	Points
EDU 301	Texts and Teaching	4.00	4.00	A	16.000
EDU 330	Young Adult Literature	4.00	4.00	A	16.000
ENG 477	Seminar Topics in English	4.00	4.00	A	16.000

Course Topic: Literary Theory: Sign & Sound

Term GPA: 4.000 GPA Hours: 12.00 Term Totals: 12.00 12.00 48.000

Dean's List - High Honors



Unofficial Transcript

Page 2 of 2

University of Maine at Farmington  
Print Date: 05/01/2017

Name : Laura Beth Pulito  
Student ID: 0808903  
Birthdate : 1994-07-21

**2017 Spring**  
**Plan: Secondary Education - English Major**

Course	Description	Attempted	Earned	Grade	Points
EDU 321	Tching Methods Middle Schl Ed	4.00	0.00		0.000
EDU 402	Philosophy/History/Culture Edu	4.00	0.00		0.000
ENG 211	Poetry Writing	4.00	0.00		0.000
SED 361	Tch St W Dis/At-Risk Sec Gn Cl	4.00	0.00		0.000
Term GPA: 0.000		GPA Hours: 0.00	Term Totals: 16.00	0.00	0.000

**2017 Fall**  
**Plan: Secondary Education - English Major**  
**Plan: Environmental Studies Minor**

Course	Description	Attempted	Earned	Grade	Points
EDU 363	Tch English Mid/Sec Schools	4.00	0.00		0.000
ENG 350	English Novel	4.00	0.00		0.000
PSY 252	Positive Psychology	4.00	0.00		0.000
Term GPA: 0.000		GPA Hours: 0.00	Term Totals: 12.00	0.00	0.000

**Undergraduate Career Totals**

	Attempted	Earned	Points
Cum GPA: 3.879	GPA Hours: 66.00	Cum Totals: 98.00	114.80
			256.000

End of Unofficial Transcript